



Our School Commitment

Our equality statement highlights that discrimination on the basis of race, religion, gender, gender identity, sexuality, language, disability or family background is not acceptable and will not be tolerated at our school.

Stanbridge Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, gender identity, sexuality, language, disability or family background, and to the active promotion of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They should enjoy equal access to learning and so be able to work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

Gender

We take practical steps to ensure that we do not make assumptions based on their gender about pupils' participation in activities. Our organisational arrangements, behaviour policy and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible. Grouping into sets of girls or boys only is discouraged, except where doing so provides equal access for all.

Participation rates for both genders are tracked by members of staff undertaking after-school club provision and, other than in gender-specific clubs such as 'Girls' Football', all after-school clubs are open to pupils of both genders. The Physical Education subject leader and Clubs leader track rates of participation in all aspects of physical education to ensure that rates are equal and high for both genders. The school's Personal, Social and Health Education curriculum (PSHE) seeks to build upon these principles to ensure that key messages of participation in all areas of school life are communicated to staff and that, for example, disability does not deter participation in any aspect of school life at any level. We analyse our SATs test results by gender to ensure that we identify and address any potential issues of bias. When asking children to carry out tasks or represent the school, boys and girls are used equally. All extra – curricular activities are open to both sexes.

Race, Faiths, Languages and Family Background

Many different nationalities, faiths, backgrounds and family structures are represented in our school population. Racial discrimination is unlawful and we aim to help our pupils to develop attitudes and behaviour which will promote good relationships and combat ignorance and prejudice.

Children sometimes hear racist terms through the mass media or from the community and can then experiment with them without understanding how hurtful and harmful they can be. We aim to treat such incidences sensitively but firmly because everyone has the right to be protected from insults, abuse and bullying. The Single Equalities Policy details the action to be taken in the event of such an incident. Monitoring will allow us to identify trends which need addressing.

Children and adults are encouraged to contribute to school life by sharing the richness of their heritage and religion. Children learn from one another through enquiry, investigative and collaborative work.

Children with English as their second language often need learning support and we have a nominated member of staff who communicates with other members of staff to ensure that parents of EAL families attend parent consultation evenings and are fully aware of basic school organisational matters.

The 1981 Education Act and the Education Reform Act of 1988 placed the onus on class teachers to give all children equal access to the curriculum. Curriculum 2014 requires breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. The match of pupil to a modified curriculum is relevant to the exceptionally gifted child as much as to the child experiencing difficulty in learning. These issues are addressed in the policies for SEN and Gifted and Talented.

Staffing

The school values diversity amongst the staff. For all posts the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice.

Positive action

Positive action will be fostered in line with current best practice.

- Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups, etc.
- Team work is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various viewpoints
- Positive action, especially by pupils, will be rewarded
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in promoting fairness and equality
- Clear and consistent messages will be given regarding the school's values